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ABSTRACT

This report, designed to provide the Commission for Teacher Preparation and Licensing with documentation concerning the need for credentialing in bilingual/ cross-cultural education, is based on the examination of the performance of minority populations in California having a cultural and linguistic background different than that of the dominant majority. The historical background of the investigation is provided, along with an overview and definitions of bilingual/ cross-cultural education. Educational outcomes providing indices of schools' success in educating minority students include school holding power, reading skills, grade repetition, overageness, and participation in extracurricular activities. A major factor in under-achievement is the lack of teachers drawn from the same minority and/or cultural groups as the students, along with a shortage of minority personnel being prepared to teach. Charts provide statistics on all outcomes. The report recommends that the Commission announce the need for credentialing and identify the standards for credentialing, and that the Bilingual/Cross-Cultural Education Committee identify the types of credentials required, investigate the possibility of creating "career ladder" opportunities to make qualified personnel available immediately, and investigate the requirements for re-training existing certificated personnel in bilingual/cross-cultural education. A preliminary definition and qualifications for a specialist in bilingual/cross-cultural education are provided. (CLK)

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COMMISSION FOR TEACHER PREPARATION AND LICENSING:

A Report of

BILINGUAL/CROSS-CULTURAL EDUCATIONAL CREDENTIALING REQUIREMENTS

Prepared by:

The Bilingual/Cross-Cultural Education Committee

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A. THE NEED FOR CREDENTIALING IN BILINGUAL/CROSS-CULTURAL EDUCATION

1.0. Introduction

The following material is designed to provide the Commission for Teacher Preparation and Licensing with documentation as to the need for credentialing in the area of Bilingual/Cross-Cultural Education. This statement of need is the result of approximately seven months of study by what is presently known as the Bilingual/Cross-Cultural Education Committee of the Commission, and is based upon an examination of the performance of minority populations having a cultural and linguistic background different than that of the dominant majority.

2.0. Historical Background

In December of 1971, the Executive Secretary of the Commission for Teacher Preparation and Licensing reported "the necessity of providing competent teachers to work with children from backgrounds of different cultures and non-English speaking families."[1] This report stated that "a study needs to be done in cooperation with the Teacher Education Programs Committee, the Reading Committee, and the Examinations Committee to provide working guidelines for preparation of specialists in Bilingual/Cross-Cultural Education."[2] Subsequent to the Secretary's report, the Committee on Teacher Education Programs reported to the Commission that a new sub-committee "has been established on Requirements for Bilingual/Cross-Cultural Education."[3]

Following the establishment of the new sub-committee, meetings were held under the chairmanship of Commissioner Paulette Johnson. The meetings were primarily for the purpose of obtaining information from the public relating to Bilingual/Cross-Cultural Education. In May, 1972, the Bilingual/Cross-Cultural Specialist Credential Committee reported to the Commission that "it was the consensus of the Committee that the name be changed to Bilingual/Cross-Cultural Education Committee."[4] The Committee also reported that "the Committee finds there is a need for a Bilingual/Cross-Cultural credential and that the Commission should announce its intention to establish such a credential."[5] The Committee's name change was accomplished by direct action of the Chairman of the Commission; no action was taken by the Commission as to announcing its intention to establish such a credential.

During the month of June, a survey letter was sent to interested community and professional organizations, and to individuals, seeking to elicit responses as to the characteristics that should be required of persons attempting to secure a credential in the area of Bilingual/Cross-Cultural Education. The responses were reviewed by the Committee during its meetings in July and September of 1972, with the results of the survey being tabulated by the present Committee Chairman, Dr. Daniel Martinez, and presented to the Committee in September. The September meeting also produced the requirement that the Committee present the Commission with documentation as to the need for a credential in the field of Bilingual/Cross-Cultural Education, in order for the Commission to take formal action. The Committee directed staff to prepare a Needs Statement for the October, 1972 meeting.

3.0. Overview of Bilingual/Cross-Cultural Education--Description and Definition

The United States Manual for Project Applicants and Grantees for Programs Under the Bilingual Education Act (Title VII, ESEA) provides the following description and definition of Bilingual/Cross-Cultural Education:[6]

> The Bilingual/Cross-Cultural Education Program is designed to meet the special educational needs of children who have limited English-speaking ability, who come from environments where the dominant language is one other than English...
>
> It is intended that children participating in this program will develop greater competence in English, become more proficient in their dominant language, and profit from increased educational opportunity...
>
> Instructional use of the mother tongue can help to prevent retardation in school performance until sufficient command of English is attained.

The Applicant Manual goes on to define Bilingual/Cross-Cultural Education, and provides a listing of its characteristics:

> Bilingual/Cross-Cultural education is defined as the use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well-organized program which encompasses part or all of the curriculum and includes the study of the history and culture associated with the mother tongue. A complete program develops and maintains the children's self-esteem and a legitimate pride in both cultures.
>
> The characteristics of Bilingual/Cross-Cultural education are:
>
> -English is recognized and taught as a second language to children whose dominant language is one other than English.
>
> -The children's dominant language is recognized and taught as a first language; therefore, children normally are introduced to reading and writing in that language as soon as they are ready.
>
> -The children are taught one or more academic subjects in their dominant language, at least until they have mastered enough English to enable learning in English.
>
> -The children whose dominant language is English are taught the dominant language of other children.
>
> -Provision is made for increasing the instructional use of both languages for both groups in the classroom.

-The children are taught the history and cultural heritage which reflects the value systems of speakers of both languages.

While Bilingual/Cross-Cultural education is usually thought of in terms of being for children who are non-English speaking, the United States Office of Education's publication addresses itself to the attitudes of the English speaking populations towards this group:[8]

> Too often these children, although living in a community which has another culture, remain totally isolated from that culture and consequently are never fully a part of the community in which they live. A Bilingual/Cross-Cultural program familiarizes them with the other culture and enables them to use a second language not only within the school, but in the community--an educational asset throughout life.
>
> ...monolingual English-speaking children also must have the opportunity to become bilingual and to share the understanding and appreciation of the minority culture which can only be gained by learning its language.

4.0. Indicators of Minority Student Success/Failure in School

Any study attempting to establish a "need" for any component of education, be it teachers, buildings, equipment, etc., must rest upon the degree to which students are, or are not, achieving desired results. The following material presents an overview of educational outcomes which provide indicators as to the degree to which our schools are succeeding in educating minority students. These outcomes are: school holding power, reading skills, grade repetition, overageness, and participation in extracurricular activities. These outcomes provide key indicators of whether the schools are succeeding or failing, and have been drawn from the report of the United States Commission on Civil Rights entitled The Unfinished Education - Report II, Mexican American Educational Series.

4.1. School Holding Power

A basic measure of a school system's effectiveness is its ability to hold its students until they have completed a full course of study. In one sense, this may be the most important measure, for if a student has left school permanently, all efforts to enrich the quality of education are valueless to him.

A corollary measure of the effectiveness of the educational system which is related to school holding power, is the extent to which high school graduates go on to a 2- or 4-year college program.

Figure 1 provides a complete listing of student populations, per grade and by ethnic background, as of Fall of 1971. Figure 2 is taken from the United States Civil Rights

Commission's Report of October, 1971. A comparison of the two supports the fact that our schools are significantly less successful in holding minority students than they are in holding students from the dominant majority. The Civil Rights Commission's report takes note of this, andmmakes the following comments:[11]

> ...fewer than two out of every three Mexican American students, or 64 percent, ever graduate. By the eighth grade about 6 percent of Mexican American students have already left school.
>
> More striking than the percentage loss in California is the actual number of students involved. If the present holding power rate in the California survey area persists throughout the State, of the approximately 330,000 Mexican American students in Grade 1-6 in 1968 about 120,000, or 36 percent, will fail to graduate from high school. Of about 190,000 Blacks in the same grades, roughly 60,000, will never receive a high school diploma.
>
> In the California districts surveyed, Mexican Americans are 2.5 times more likely than Anglos to leave school before high school graduation while Blacks are 2.3 times as likely not to graduate.
>
> The estimated rate for Blacks going to college in California is 34 percent, higher than in any of the other four Southwestern States. However, it is still well below the rate for Anglos (47 percent) and somewhat higher than that for Chicanos (28 percent).

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RACIAL AND ETHNIC SURVEY OF CALIFORNIA PUBLIC SCHOOLS
GRADE DISTRIBUTION, FALL, 1971

		American Indian	Negro	Oriental	Spanish Surname	Other Nonwhite	Other White	Total
Preschool	Pupils	143	4,530	260	5,758	243	6,646	17,580
	Percent	.8	25.8	1.5	32.8	1.4	37.7	
Kindergarten	Pupils	1,095	30,398	6,428	60,317	4,527	213,494	316,259
	Percent	.3	9.6	2.0	19.1	1.4	67.5	
Grade 1	Pupils	1,305	33,978	6,954	65,449	4,780	227,367	339,833
	Percent	.4	10.0	2.0	19.3	1.4	66.9	
Grade 2	Pupils	1,433	34,394	7,343	62,027	4,374	236,472	346,043
	Percent	.4	9.9	2.1	17.9	1.3	68.3	
Grade 3	Pupils	1,503	32,403	7,351	59,752	4,501	240,859	346,369
	Percent	.4	9.4	2.1	17.3	1.3	69.5	
Grade 4	Pupils	1,743	33,964	7,571	59,174	4,426	246,659	353,537
	Percent	.5	9.6	2.1	16.7	1.3	69.8	
Grade 5	Pupils	1,813	33,728	7,752	57,937	4,245	252,219	357,694
	Percent	.5	9.4	2.2	16.2	1.2	70.5	
Grade 6	Pupils	1,792	33,112	7,669	55,656	4,025	250,531	352,785
	Percent	.5	9.4	2.2	15.8	1.1	71.0	
Grade 7	Pupils	1,550	32,718	7,801	54,384	3,295	251,424	351,172
	Percent	.4	9.3	2.2	15.5	.9	71.6	
Grade 8	Pupils	1,435	31,751	7,664	51,686	3,076	251,244	346,856
	Percent	.4	9.2	2.2	14.9	.9	72.4	

Figure 1.

		American Indian	Negro	Oriental	Spanish Surname	Other Nonwhite	Other White	Total
Grade 9	Pupils	1,417	30,978	7,761	52,710	3,218	266,284	362,368
	Percent	.4	8.5	2.1	14.5	.9	73.5	
Grade 10	Pupils	1,324	30,757	7,773	50,234	3,056	261,805	354,949
	Percent	.4	8.7	2.2	14.2	.9	73.8	
Grade 11	Pupils	1,242	27,100	7,754	43,310	2,917	244,474	326,797
	Percent	.4	8.3	2.4	13.3	.9	74.8	
Grade 12	Pupils	1,120	21,481	7,236	35,775	2,518	226,936	295,066
	Percent	.4	7.3	2.5	12.1	.9	76.9	
Educable Mentally Retarded	Pupils	225	9,894	264	8,877	266	17,581	37,107
	Percent	.6	26.7	.7	23.9	.7	47.4	
Trainable Mentally Retarded	Pupils	49	1,469	184	2,278	137	7,755	11,872
	Percent	.4	12.4	1.5	19.2	1.2	65.3	
Educationally Handicapped	Pupils	213	2,361	147	2,918	165	22,034	27,838
	Percent	.8	8.5	.5	10.5	.6	79.2	
Physically Handicapped	Pupils	60	2,459	326	2,743	178	12,968	18,734
	Percent	.3	13.1	1.7	14.6	1.0	69.2	
PUPIL TOTALS (Not including Preschool)	Pupils	19,319	422,945	97,978	725,227	49,704	3,230,106	4,545,279
	Percent	.4	9.3	2.2	16.0	1.1	71.1	
Mentally Gifted	Pupils	143	3,353	6,037	4,462	589	101,743	116,327
	Percent	.1	2.9	5.2	3.8	.5	87.5	

Figure 1.

ESTIMATES OF SCHOOL HOLDING POWER RATES
FOR EACH ETHNIC GROUP

CALIFORNIA

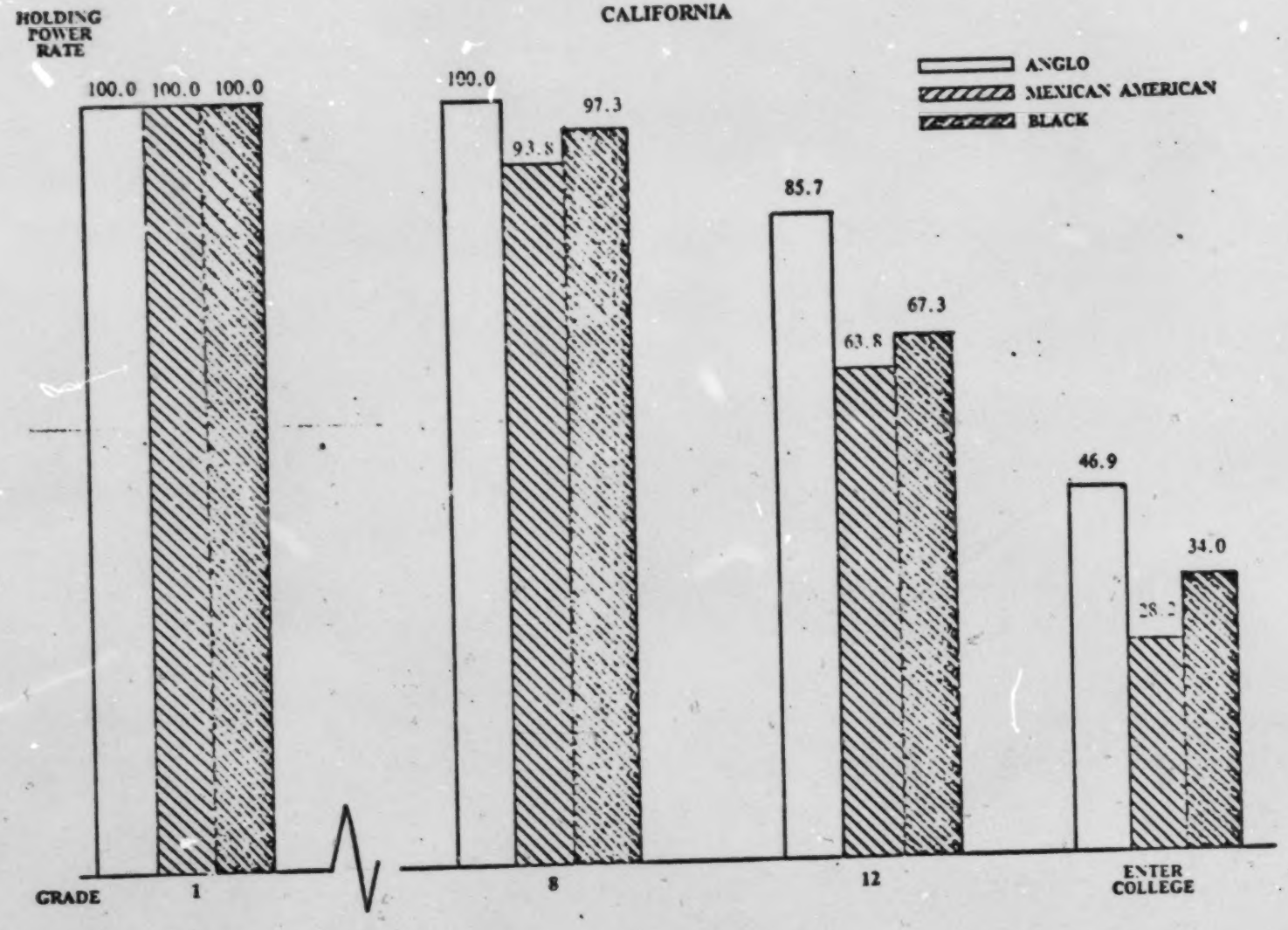

Figure 2. (Taken from "The Unfinished Education." Report II Mexican American Educational Series. A Report of the United States Commission on Civil Rights, October, 1971, Page 15.)

4.2. Reading Skills

School holding power represents only a quantitative measure of a school's effectiveness. It does not measure the quality of a child's education nor does it indicate the quality of individual achievement. Reading achievement levels have traditionally been recognized as a means of determining school achievement because ability to read is usually necessary to succeed and progress in other academic subjects. Graphic data as to comparative achievement of students from minority backgrounds are provided in Figure 3,[12] with additional data pertaining to Mexican Americans compared to Anglos contained in Figures 4, 5, and 6.[13]

An analysis of Figure 3 notes that, with the exception of the Oriental, all minority groups decrease in achievement as their percentage of students increases in the school. This contrasts with the Anglo students, whose reading achievement is comparable to the Black and Chicano when he is a minority in a school, but whose scores rise as he becomes the majority. The other figures serve to demonstrate the discrepancy between achievement of the Mexican American when compared to the State average of the school population as a whole, in areas beyond reading.

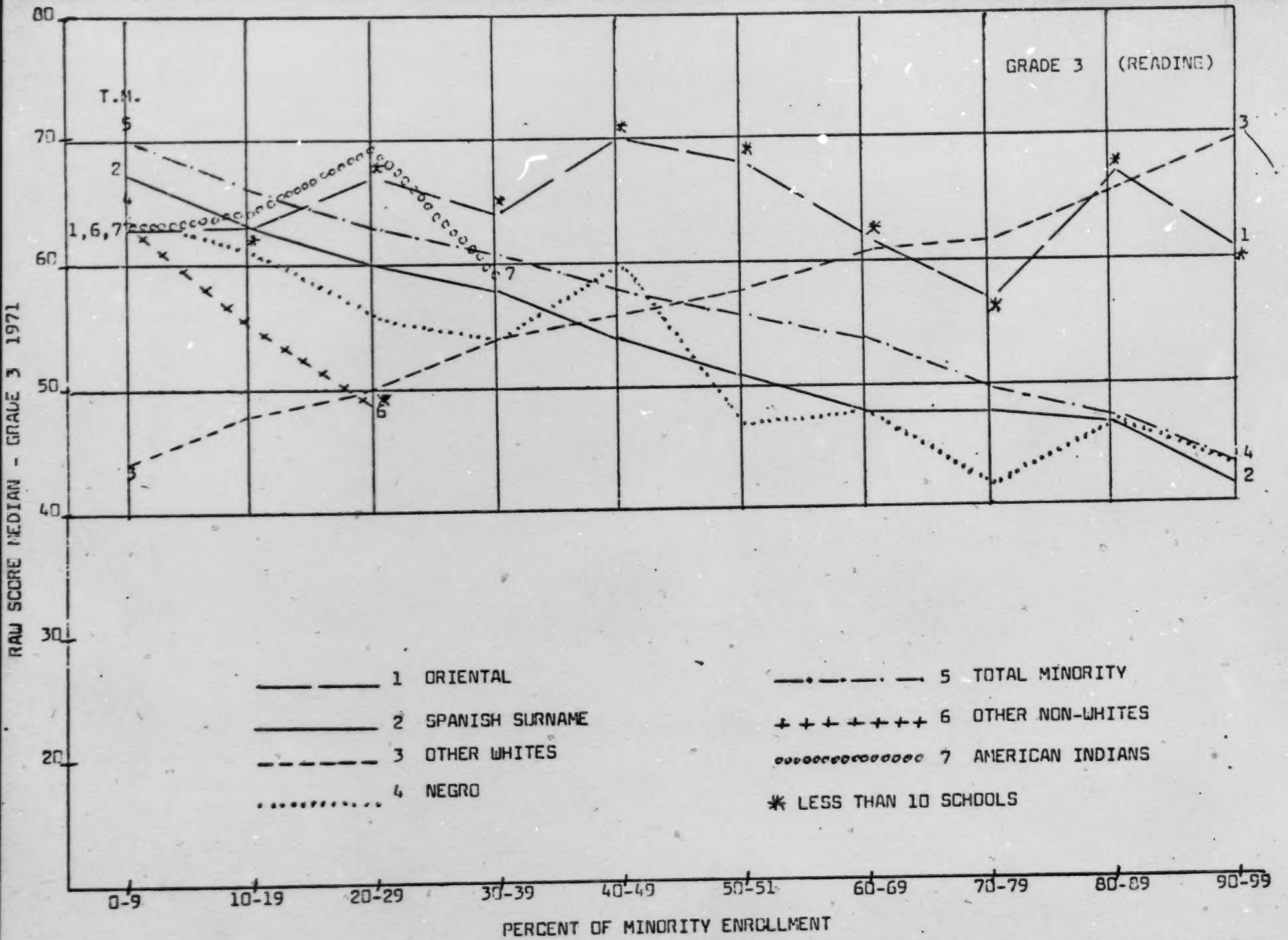

Figure 3. (Prepared and provided by the California State Dept of Education's Bilingual Task Force.)

COMPARISON OF READING ACHIEVEMENT TEST SCORES BETWEEN SCHOOL DISTRICTS WITH LESS THAN 70% OF THE STUDENTS WITH SPANISH SURNAMES AND SCHOOL DISTRICTS WITH 70% OR MORE HAVING SPANISH SURNAMES

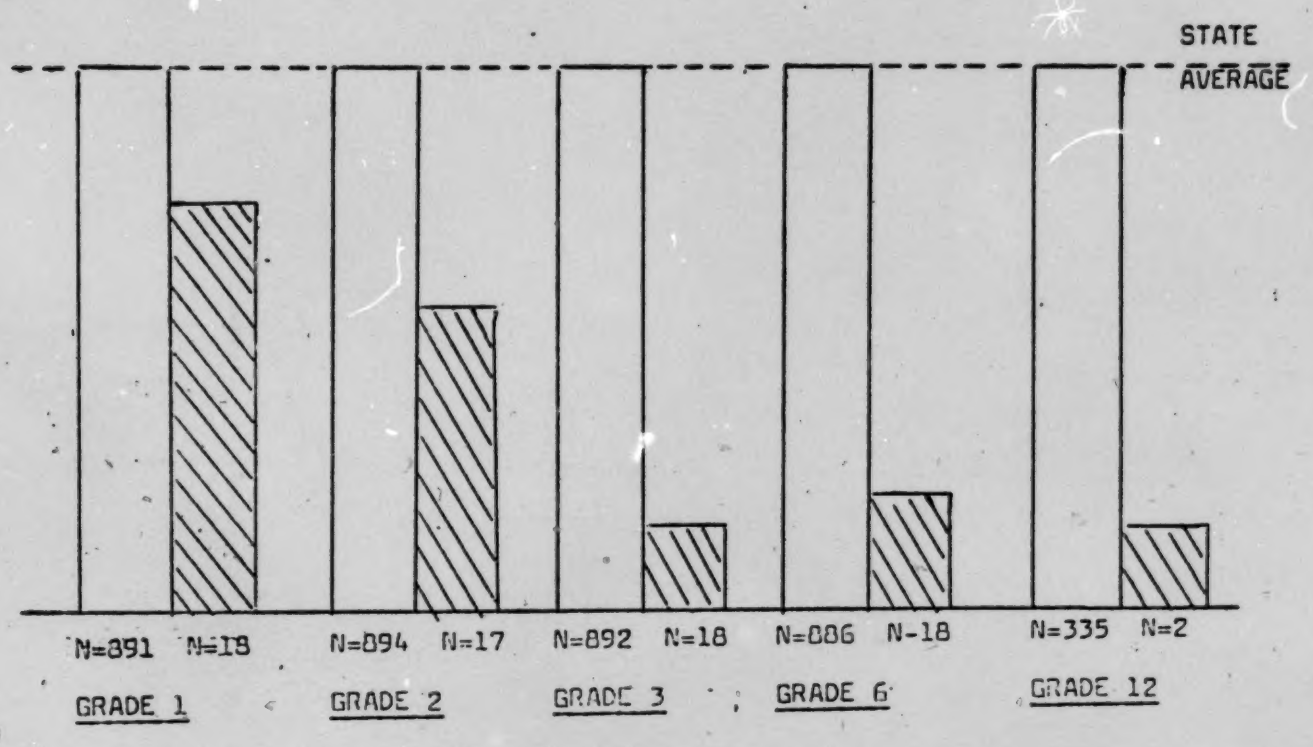

Figure 4.(Prepared and provided by the California State Dept. of Education's Bilingual Task Force.)

COMPARISON OF GRADE SIX ACHIEVEMENT TEST SCORES BETWEEN SCHOOL DISTRICTS WITH LESS THAN 70% OF THE STUDENTS WITH SPANISH SURNAMES AND SCHOOL DISTRICTS WITH 70% OR MORE HAVING SPANISH SURNAMES

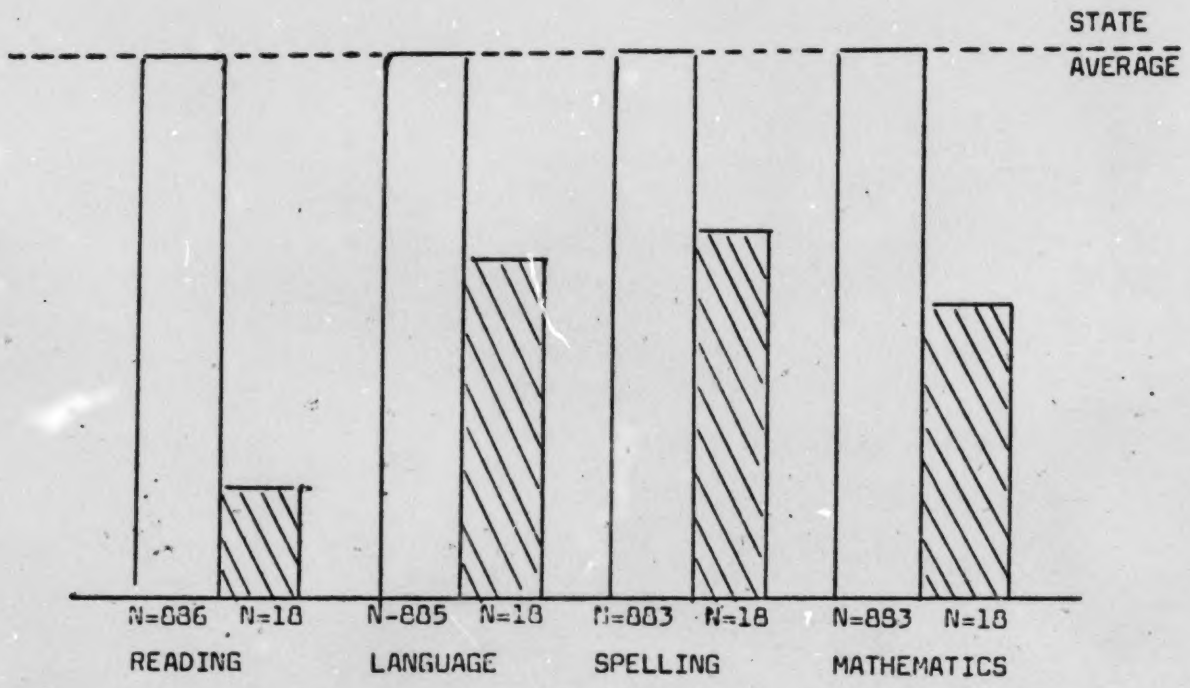

Figure 5. (Prepared and provided by the California State Dept. of Education's Bilingual Task Force.)

COMPARISON OF GRADE TWELVE ACHIEVEMENT TEST SCORES BETWEEN SCHOOL DISTRICTS WITH LESS THAN 70% OF THE STUDENTS WITH SPANISH SURNAMES AND SCHOOL DISTRICTS WITH 70% OR MORE HAVING SPANISH SURNAMES

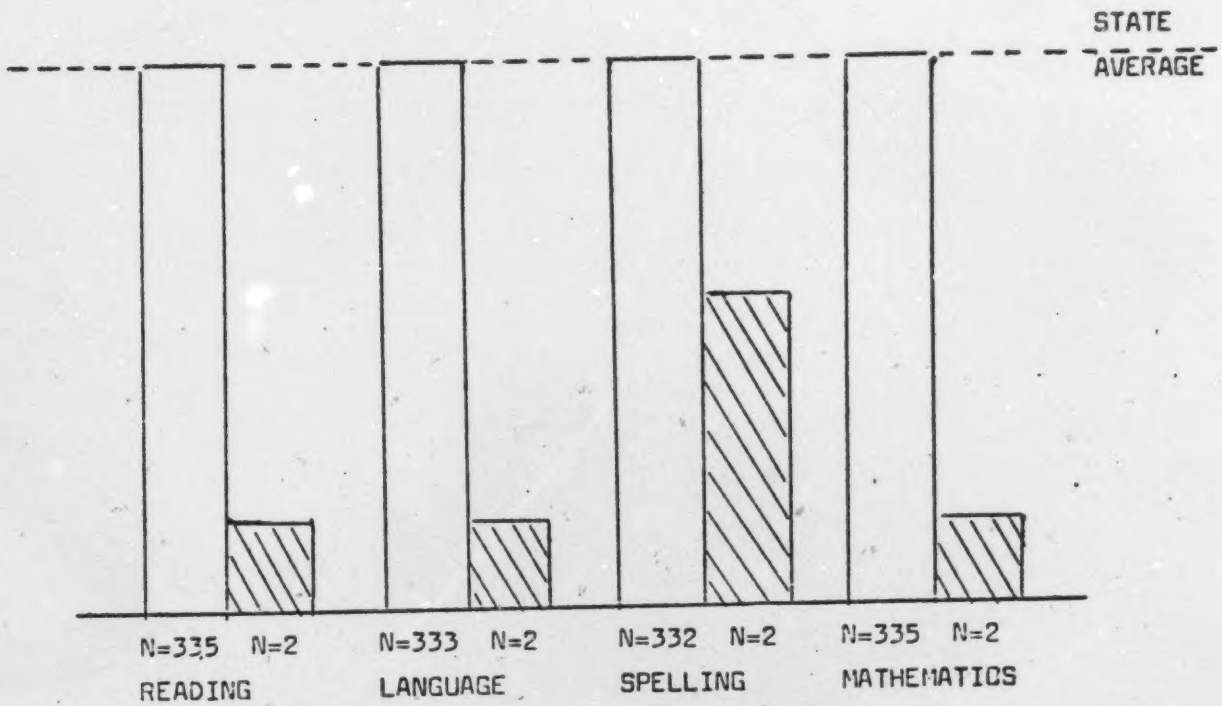

Figure 6. (Prepared and provided by the California State Dept of Education's Bilingual Task Force.)

This data, which was provided by the California State Department of Education's Task Force on Bilingual/Cross-Cultural Education, are reinforced by the findings of the United States Civil Rights Commission which said:[14]

> The reading achievement record of California students is poor to begin with and does not improve in the higher grades. In California, unlike other States, reading achievement does not worsen appreciably as the children progress through school. However, a substantial percentage of children are reading below grade level as early as fourth grade and remain poor readers throughout their school careers.
>
> At the fourth grade level about 27 percent of Anglo students in the survey schools are reading below grade level. Twice that percentage, or 52 percent, of Mexican American fourth graders are reading below grade level. In other words, more than half of all Chicano students in the California survey area are already below their grade assignment by the fourth grade. Approximately 55 percent of the Black youngsters are also reading below grade level in the fourth grade. The general picture does not change appreciably by Grade 8, but the proportion of those students whose reading difficulties have been allowed to grow from mild to severe increases substantially. While all three ethnic groups regress, reading achievement levels for the two minority groups fall behind at a faster pace.
>
> At the time California Anglos are ready to graduate from high school, more than one-third of those surveyed are reading below grade level. It is the Mexican American, however, whose reading retardation has become the most severe. Upon graduation 63 percent are reading below grade level and 39 percent have not advanced beyond the 10th grade in reading. Nearly one-quarter, or 22 percent, of 12th grade Mexican Americans are reading at the ninth grade level or lower. The Black student in California is almost as badly prepared in reading. About 59 percent are reading below grade level.
>
> Because California is the most populous state, with about 646,000 Mexican American and about 388,000 Blacks enrolled in the public schools, this situation awakens particular concern. Such concern is heightened by the realization that an estimated 36 percent of Mexican Americans and 33 percent of Blacks in California are gone by Grade 12 because of low school holding power. This represents a staggering loss of potentially well-educated and productive manpower.

4.3. Grade Repetition and Overageness

Grade repetition and its correlate, overageness for grade assignment, are two other ways in which school achievement can be measured.

According to the data obtained by the United States Civil Rights Commission, most grade repetitions occur in the first grade. It was found that Mexican American youngsters are much more likely to be retained than either Anglos or Blacks (Figure 7).[15] For overageness, the Mexican American showed greater prevalence than either the Black of Anglos, with Blacks also exceeding that of the Anglo (Figure 8).[16]

4.4. Participation in Extracurricular Activities

The final measure applied by the Commission was related to participation in extracurricular activities. This participation appears to have a close correlation to school holding power.

> A study of 798 dropouts found that 73 percent had never participated in any extracurricular school activity, 25 percent had participated in one or two activities, and only 2 percent had participated in more than two activities.[17]

PERCENT OF STUDENTS REPEATING GRADES IN THE FIRST AND FOURTH GRADES BY STATE AND ETHNIC GROUP, 1969

GRADE REPETITION - FIRST GRADE

	Arizona	California	Colorado	New Mexico	Texas	Total
Anglo	5.7	5.6	3.9	8.5	7.3	6.0
Mexican American	14.4	9.8	9.7	14.9	22.3	15.9
Black	9.1	5.7	7.7	19.0	20.9	8.9

GRADE REPETITION - FOURTH GRADE

	Arizona	California	Colorado	New Mexico	Texas	Total
Anglo	0.8	1.6	0.7	0.9	2.1	1.6
Mexican American	2.7	2.2	1.7	4.2	4.5	3.4
Black	0.7	1.0	1.3	1.0	5.1	1.8

Figure 7. (Taken from "The Unfinished Education." Report II Mexican American Educational Series. A Report of the United States Commission on Civil Rights, October, 1971, Page 35.)

SEVERE OVERAGENESS

PERCENT OF PUPILS TWO OR MORE YEARS OVERAGE, BY GRADE, STATE, AND ETHNICITY

Ethnic Group	Grade	Arizona	California	Colorado	New Mexico	Texas	Total
Anglo	1	0.7	0.9	0.7	0.4	0.7	0.8
	4	1.2	0.7	0.5	2.7	1.3	1.0
	8	1.1	0.8	0.6	2.3	2.1	1.2
	12	1.4	0.1	2.5	1.7	4.9	1.4
Mexican American	1	2.5	1.7	2.1	1.7	6.6	3.9
	4	5.6	2.1	2.3	5.5	12.0	6.9
	8	11.8	2.3	1.5	10.8	16.5	9.4
	12	10.9	2.3	3.9	6.8	10.5	5.5
Black	1	1.5	0.7	0.9	...	3.2	1.2
	4	1.3	0.7	0.7	2.0	6.1	1.8
	8	3.0	0.3	...	1.8	6.7	2.1
	12	5.5	1.9	5.4	9.1	4.6	4.4

Figure 8. (Taken from "The Unfinished Education." Report II Mexican American Educational Series. A Report of the United States Commission on Civil Rights, October, 1971, Page 37.)

The Report of the Civil Rights Commission contains the following observation concerning participation in extra-curricular activities by the Mexican American:

> When all students attending schools 50 percent or more Mexican American are taken as a group, Mexican Americans comprise 75 percent of the enrollment. However, as participants in extra-curricular activities in these schools, they comprise from 50 to 73 percent of the participants depending upon the activity, with the average rate of participation being 63 percent. By contrast, Anglo students comprise only 19 percent of the enrollment in these same schools, yet they make up from 23 to 45 percent of the participants in the extracurricular activities.[18]

This comment is supported by a review of the data accumulated in the report and contained in Figure 9.[19]

A total review of all five measures applied in the study conducted by the Civil Rights Commission would indicate that the minority populations (Black and Mexican American) demonstrate significant lower achievement than the Anglo populations.

Our review of the data would lead us to hypothesize that at least one factor leading to this under-achievement is the lack of teacher "models" drawn from the same minority and cultural groups as those studied.

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

IN SECONDARY SCHOOLS BY ETHNICITY

	Schools having MA Student Enrollments of less than 50%		Schools having MA Student Enrollments greater than 50%	
	Anglos	Mexican American	Anglos	Mexican American
Percent of Total Student Enrollment*	72.8	17.4	19.2	74.5
Percent Participating as				
Student Body Presidents	79.2	8.6	34.3	65.7
Student Body Vice-Presidents	79.0	10.5	35.3	61.8
Class Presidents	73.0	14.4	26.8	60.8
Newspaper Editors	76.3	15.2	35.5	60.0
Homecoming Queens	74.3	18.2	23.1	73.1
Homecoming Queen's Court	75.9	14.2	29.1	68.0
Cheerleaders	75.7	12.8	44.9	50.2
Average Percent Participating In The Above Seven Extracurricular Activities	76.2	13.4	32.7	62.8

* These figures represent the percent of all students enrolled in these types of schools who are of each of these two ethnic groups.

Figure 9. (Taken from "The Unfinished Education." Report II Mexican American Educational Series. A Report of the United States Commission on Civil Rights, October, 1971, Page 41.)

2.1. Data Relating to Bilingual/Bicultural Teachers

The Racial and Ethnic Survey of California Public Schools, Fall 1971, (Revised 4/1/72) identified 1,315,173 students in Grades K-12 as having a different cultural background than the dominant majority. (Figure 10)[20] This figure represents approximately one-fourth (¼) of the total school population of the state.

Number and Percent of Racial and Ethnic Students in California, Grades K - 12

	Total	Spanish Surname	Oriental	Other non White	American Indian	Negro
Pupils	4,545,279	725,227	97,978	49,701	19,319	422,945
Percent	100	16	2.2	1.1	.4	9.3

Figure 10. (Taken from Master Plan for Bilingual/Bicultural Education, California State Department of Education, Page 10)

The same survey also produced data relating to the numbers of ethnic members of the professional staffs serving California, (Figure 11).[21]

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RACIAL AND ETHNIC SURVEY OF CALIFORNIA PUBLIC SCHOOLS
GRADE DISTRIBUTION, FALL, 1971

		American Indian	Negro	Oriental	Spanish Surname	Other Non-white		Other White		Total
Classroom Teachers		325	9,144	3,987	4,756	153/1	785	162,006	19/1	181,063
	Percent	.2	5.1	2.2	2.6		.4	89.5		
Non-teaching Principals		25	183	35	148	4933/1	17	5,875	549/1	6,283
	Percent	.4	2.9	.6	2.4		.3	93.5		
Non-teaching Assistant Principals		6	203	29	89	8,140/1	7	2,628	1,220/1	2,962
	Percent	.2	6.9	1.0	3.0		.2	88.7		
Other Full Time Professional Staff		30	981	197	455	159/1	40	10,686	302/1	12,389
	Percent	.2	7.9	1.6	3.7		.3	86.3		
TOTAL PROFESSIONAL STAFF		386	10,511	4,248	5,448	133/1	849	181,255	17/1	202,697
	Percent	.2	5.2	2.1	2.7		.4	89.4		

Figure 11.

A comparison of Figures 10 and 11 provides the following student/teacher ratio.

	American Indian	Oriental	Spanish Surname	Other non-White	Negro
Ratio of students to teachers	60/1	25/1	152/1	63/1	46/1

Figure 12. (Adapted from Table 4, Page 13, of the Master Plan for Bilingual/Bicultural Education, California State Department of Education.)

The ratio comparison were derived based upon the premise that the dominant majority (other white) has a 30 to 1 student/teacher ratio.

Utilizing the accepted premise that a desirable classroom student/teacher ratio is 30/1, the above indicates that all but the Orientals have a significant disparity between the numbers of children and the numbers of teachers having the same ethnic and/or cultural background. However, it must be noted that it is not known whether the Oriental surname teachers have requisite language and cultural characteristics or are in classes that have Oriental students. For the other minority groups, it appears that:

- The number of teachers required to serve American Indian children must be approximately doubled, or an increase of 318 teachers to achieve a 30/1 ratio.
- The number of teachers required to serve the Spanish Surnamed children must be approximately quintupled, or an increase of 19,418 teachers to achieve a 30/1 ratio.
- The number required to achieve a 30/1 ratio for the Black child is 4,954 teachers.
- The number of teachers required to serve other non-White children must also be doubled, or an increase of 871 teachers to achieve a 30/1 ratio.

Not only is there a general shortage of teachers belonging to minority groups, in a period of overall teacher surplus, but there is also an apparent shortage of personnel presently being trained in the colleges and universities. An imcomplete survey of the colleges and universities identified the following, in terms of (a) general enrollment, and (b) enrollment in teacher training programs:[22]

A. General Enrollment		B. Teacher Training
American Indian	2,690	114
Black	17,494	1,024
Oriental	16,576	794
Spanish Surname	14,953	998
Other	34,133	348

Figure 13. (Obtained from California State Department of Education's Bilingual/Cross-Cultural Task Force.)

6.0. Conclusions

It is the conclusion of this Committee that there is a serious problem in the academic achievement of children of the major minority groups in California.

- Significant number of children in the schools of California, who have a cultural and/or language background different from the dominant majority, have demonstrated unsatisfactory academic achievement when compared with the children of the dominant majority.

- While there are undoubtedly a number and variety of variables which have caused this unsatisfactory achievement, the shortage of credentialed personnel of the same cultural and/or language background to serve these children must also be considered, particularly when it is noted that the minority population demonstrating the greatest under-achievement also has the largest pupil-to-teacher ratio.

- There is not only a shortage of teachers from the minority groups in California, but preliminary data indicate there is also a shortage of minority personnel being prepared to enter the teaching profession.

7.0. Recommendations

. That the Commission for Teacher Preparation and Licensing, by official action, announce that there is a need for credentialing in the area of Bilingual/Cross-Cultural Education.

. That the Commission for Teacher Preparation and Licensing announce its intention to establish a credential, or credentials, in Bilingual/Cross-Cultural Education.

. That the Commission for Teacher Preparation and Licensing direct the Bilingual/Cross-Cultural Education Committee to identify the standards required for credentialing in Bilingual/Cross-Cultural Education.

. That the Committee also be charged with the identification of the type, or types, of credential required.

. That the Committee be charged with investigating the possibility of creating "career ladder" opportunities in Bilingual/Cross-Cultural Education in order that qualified personnel are made available to this area as quickly as possible.

. That the Committee be charged with investigating requirements for retraining existing certificated personnel in the skills, knowledges, and competencies required to teach children who have a language and/or cultural background different from the dominant majority.

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B. PRELIMINARY DEFINITION AND QUALIFICATIONS FOR A SPECIALIST IN BILINGUAL/CROSS-CULTURAL EDUCATION

Preliminary Definition and Qualification of a Specialist in Bilingual/Cross-Cultural Education

1.0. Definition

A Specialist in Bilingual/Cross-Cultural Education is a teacher qualified to teach under a valid teaching credential with the additional capability of specializing in the education of students having language and/or cultural characteristics different from the dominant majority.

2.0. Qualification

A Specialist in Bilingual/Cross-Cultural Education is one who is knowledgeable of both the dominant culture and at least one other culture, and who is equally fluent in both the dominant language and in the language of the other culture where the second culture has a recognized language associated with it.